**Student-Centered Lesson Plan**

**Title of Activity:**  Taking Note: GO and Research

**Time Required:**  7 Class periods (40 minutes)

**Subject:** Library Media Science

**Grade Level:**   **3rd Grade Lesson Designer:**  L. Bradford

**Learning Objectives:**

As students use library resources to conduct research for school projects they must be prepared to explore materials for information about their subjects; and they need to determine what facts they will include in their final project. In this lesson students will use [21st Century Learning skills](http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf) with an inquiry based learning approach, and will use graphic organizers (KWL and Note-taking tools) and Microsoft Word as their product tools.

**Computer Functions**

1. In this lesson, students will use graphic organizer to:

* Use a graphic organizer to collect (KWL and Note-taking tools) and organize information
* Use their collected notes to create a Microsoft Word poster:

1. They will use the Internet to locate information about their selected state and images/graphics

**Research and Analysis**

* The students will use keyword searches to locate information and graphics connected to the selected state.
* The students will type research information on Note-Taking chart documenting research sources under question.
* The student will use graphic organizers information to document new information learned about their selected state.

**Results Presentation**

* Each student is required to create a poster that includes: title, five state facts learned, image representing state, and something “we” should know about their selected state.

**Instructional Strategies**

This requires students to use an editable graphic organizer template and a word processing program to fill out the template and create a poster as a final project. (If necessary, template can be printed for students to write gathered research information.) This note-taking template helps students collect and organize information gathered for their state.

Introduce students to the new “state” research topic. Use our state as a model to brainstorming and completing a [**KWL**](file:///E:\mystuff\CED550\kwhl-download.doc) chart. (Provide a projection of chart for students to view complete together on Illinois. Remind students that they will complete a KWL chart for their selected state.) Model brainstorming with students to complete the Know about Illinois and type information on chart projected. (Two suggestions should be sufficient.) Continue modeling questions for Want to know about Illinois and write those questions in the W column. Save chart as an example for students to refer. Inform students that the KWL template is on their computers, and they must type their names on their chart.)

Students’ questions maybe:

* How large is the state of \_\_\_\_\_\_\_\_\_\_\_\_, in miles?
* What are the state’s professional sports teams?
* What is the state flower?
* How many people live in state?
* Why is it named \_\_\_\_\_\_\_\_?

Students can select from their brainstormed list the three questions they are most interested in learning about the state, or one question will be selected by teacher and students choose the other two questions. The students will use a word processing program to type the three questions into the “Research Question” field on the [Note-Taking Graphic Organizer](note_taking-download.doc).

Next, students will use the library resources and Internet to search for the information to answer the three questions on their charts. (Provide students with books about states, atlases, online resources, and so on.) They identify three “Research Sources” and write the answers they find in those sources in the appropriate columns in the Note-Taking Graphic Organizer. (Inform students that they are taking notes rather than complete sentences; so when they use their notes to create their posters they will have content to write in their own words.)

Upon completion of their graphic organizers, students will type a report in Microsoft Word that includes title, five state facts, image representing state, and something we should know.

Allow time for students to share the results of their research; project posters on Smartboard as a share. Then have students fill in the L column on their KWL chart with the information from their note-taking graphic organizer.

**Materials**

* PC/laptops with Internet access
* Microsoft Word
* Note-Taking Graphic Organizer
* KWL Chart
* Reference books (e.g. atlas, state fact books, encyclopedia)

**Assessment**

Students graphic organizers will be assessed for completeness; and posters will be assessed for correct grammar and punctuation as a final project.

**Internet Resource List: States**

[State Web Games](http://www.sheppardsoftware.com/web_games.htm)

[Knifty Fifty](http://www.kn.pacbell.com/wired/fil/pages/listthe50sju.html)

[US States](http://www.learninggamesforkids.com/us-state-games.html)

**Standards**

AASL 21st Century Learner Standards:

1. ***Inquire, think critically, and gain knowledge***: **1.1.1** Follow an inquiry-based process in seeking knowledge in a curricular subjects, and make the real-world connection for using this process in own life. **1.1.2** Use prior and background knowledge as context for new learning. **1.1.3** Develop and refine a range of questions to frame the search for new understanding.

**1.1.4** Find, evaluate, and select appropriate sources to answer questions**. 1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning**. 1.1.7** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. **1.1.8** Demonstrate mastery of technology tools for accessing information and pursuing inquiry. **1.1.9** Collaborate with others to broaden and deepen understanding.

3. ***Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge:* 3.1.1** Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. **3.1.4** Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess. **3.1.6** Use information and technology ethically and responsibly. **3.2.3** Demonstrate teamwork by working proactively with others. **3.4.2** Assess the quality and effectiveness of the learning product.